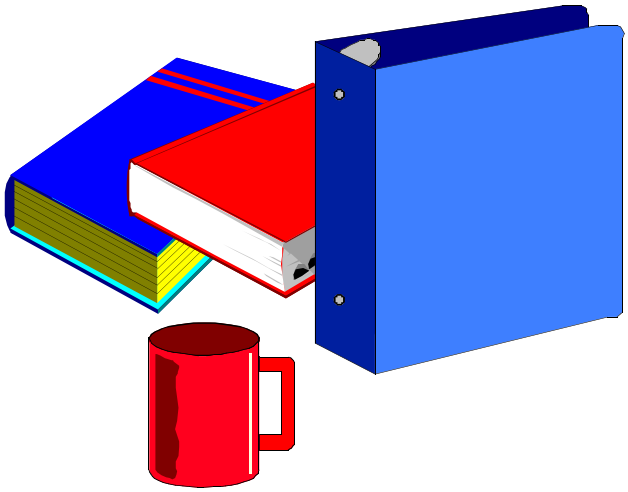
Direct Support Professional Training
Year 1

Teacher's Resource Guide



Session #3

Wellness:

Nutrition, Exercise and Safety

California Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services

1999

List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	**Wellness: Nutrition, Exercise and Safety**	**3 hours**
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
	Total Class Sessions	**12**
	Total Class Time	**35 hours**

Session: 3
Topic: Wellness: Nutrition, Exercise and Safety

Core Objectives: Upon completion of the three Wellness modules, the DSP should be able to:

- W-1 Demonstrate correct use of Standard Precautions.
- W-2 Demonstrate basic knowledge of medications.
- W-3 Demonstrate healthful meal planning and food preparation, storage and handling procedures.
- W-4 Utilize strategies to ensure safety, and to prevent injuries and accidents.
- W-5 Respond in a timely manner to medical emergencies.
- W-6 Respond to environmental emergencies.
- W-7 Demonstrate knowledge and understanding of an individual's medical, mental and dental health care needs.
- W-8 Recognize and respond to signs and symptoms of illness or injury.
- W-9 Maintain documentation of individual health status and medical needs.
- W-10 Access community health care resources.

Cautionary Statement

The material in this module is not intended to be medical advice on personal health matters. Medical advice should be obtained from a licensed physician. This module highlights several prevention and safety measures. We urge you to talk with nurses, dietitians, and other safety and health care professionals (e.g., disaster experts; occupational therapists; sports physiologists) to broaden your understanding of the fundamentals covered in this module.

Time:		
	Review of Homework Assignment #2	15 minutes
	Key Words	5 minutes
	Review Questions	5 minutes
	Some Food and Nutrition Basics	25 minutes
	Shopping, Handling, Preparing and Storing Food	20 minutes
	Movement and Exercise	10 minutes
	Break	15 minutes
	Infection Control	30 minutes
	Safety Around the House	15 minutes
	Safe Practices Lifting and Assisting Others	10 minutes
	Environmental Emergencies	25 minutes
	Homework Assignment	5 minutes
	Total Time	**180 minutes**

Materials:

- Overhead Projector or LCD Projector with compatible laptop computer and PowerPoint application;
- Hard copy of overheads or disk with PowerPoint presentation.
- *Resource Guide* for all class participants;
- Peanut butter, "glo-germs," or "glitter-bugs" to illustrate germ transmission;
- Handy-wipes for cleaning up after use of the above;
- Television set with video player;
- Video on proper body mechanic principles (for lifting);
- Food pyramid, courtesy of Kaiser Permanente;
- Easel and paper, or white board, and markers; and
- Handouts for activities, and pencils for writing.

Preparation

Instructor should read over the presentation outline becoming thoroughly familiar with the information and instructions for presentation. The information could be presented verbatim or paraphrased as long as the essential information is conveyed.

Introduction

Do

Show overhead #1

Say

Welcome to Session #3, Wellness – Nutrition, Exercise, and Safety.

Do

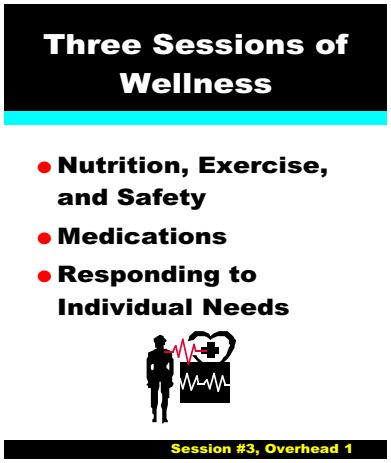
Show overhead #2

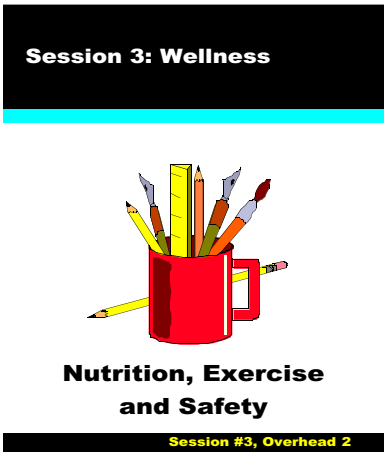
Say

This is the first in a series of three modules on "health, wellness, and safety." We will spend about half this session on *food and nutrition*, and about half on *infection control, standard precautions, safety hazards around the home, safe lifting practices, and response to environmental emergencies.*

Let's begin by reviewing the Homework Assignment.

Your Presentation Notes





Review of Homework Assignment

For discussion

Ask

Was everyone able to keep a 24-hour food diary? Any trouble doing the homework? Having prepared a matrix on easel paper before hand, the Instructor then asks and records answers to the following questions:

- How many had 6-11 servings from the bread, cereal, rice, and pasta group? What did you eat from this group?
- How many had 3-5 servings from the vegetable group? What are some of the different ways you can include vegetables in your daily diet?
- How many had 2-4 serving from the fruit group?
- How many had 2-3 servings from the milk, yogurt, & cheese group? How many had less than 2? 4 or more?
- How many had 2-3 servings from the meat, poultry, fish, dry beans, eggs, and nuts group? How many had less than 2? 4 or more?
- What happens when we over or under eat in the food categories on the pyramid?
- What did you learn from this exercise?

Your Presentation Notes

Homework Assignment for Session #3: One-Day Food Diary

DIRECTIONS: In preparation for the module on *Wellness,* please track what you eat and drink over a 24-hour period, and record the information below. Please include water, coffee, tea, juice, and soda. Be sure to include meals out, snacks and "just grazing." Include every pat of margarine, every spoonful of sugar, how much of what was on the sandwich, etc.

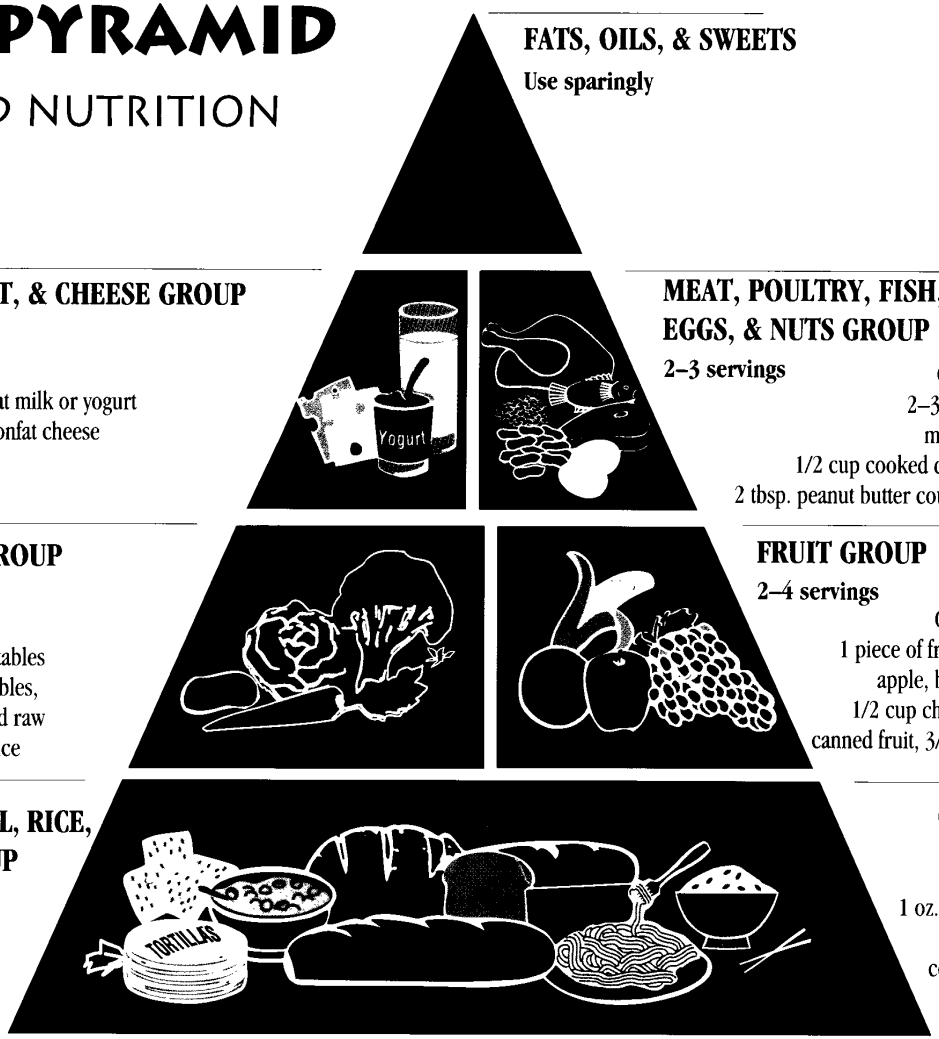
When?	**What?**	**How much?** (e.g., 16 oz. T-bone; bowl of cereal w/milk; etc.)
BREAKFAST:		
Between BREAKFAST & LUNCH		
LUNCH		
Between LUNCH & DINNER		
DINNER		
Between DINNER & BREAKFAST the next morning		

Now, please estimate the number of *servings,* from the six food groups in *The Food Pyramid* and indicate how many 8 oz. glasses of fluid you took in.

Food Group	**No. of servings**
BREAD, CEREAL, RICE & PASTA GROUP	_____
VEGETABLE GROUP	_____
FRUIT GROUP	_____
MILK, YOGURT, & CHEESE GROUP	_____
MEAT, POULTRY, FISH, DRY BEANS, EGGS, & NETS GROUP	_____
FATS, OILS, & SWEETS	_____
About how many 8 oz. glasses of fluid do you take in?	_____

THE FOOD PYRAMID

A GUIDE TO GOOD NUTRITION



FATS, OILS, & SWEETS
Use sparingly

MILK, YOGURT, & CHEESE GROUP
2–3 servings
One serving equals:
1 cup nonfat or lowfat milk or yogurt
1 1/2 oz. lowfat or nonfat cheese

MEAT, POULTRY, FISH, DRY BEANS, EGGS, & NUTS GROUP
2–3 servings
One serving equals:
2–3 oz. of cooked lean meat, poultry, or fish
1/2 cup cooked dry beans, 1 egg, or
2 tbsp. peanut butter count as 1/2 a serving

VEGETABLE GROUP
3–5 servings
One serving equals:
1 cup raw leafy vegetables
1/2 cup other vegetables, cooked or chopped raw
3/4 cup vegetable juice

FRUIT GROUP
2–4 servings
One serving equals:
1 piece of fruit (like a medium apple, banana, or orange)
1/2 cup chopped, cooked, or canned fruit, 3/4 cup of fruit juice

BREAD, CEREAL, RICE, & PASTA GROUP
6–11 servings
One serving equals:
1 slice of bread
1 tortilla
1 oz. ready-to-eat cereal
1/2 cup cooked cereal, rice, or pasta
1/2 bagel
4-6 crackers

What is the Food Guide Pyramid?

The Food Pyramid is a daily nutrition guide, to assist you in choosing a healthy diet. For good nutrition, choose a variety of foods each day, from each of the 5 food groups. Also, eat at least the recommended number of servings from each food group, so your body gets the nutrients it needs. Active people, children, teens, and pregnant women usually need more than the minimum daily servings listed above. To stay healthy you also need to get regular physical activity.

from the **Kaiser Permanente Healthwise Handbook**

After discussion

Say

We are what we eat! So, how we can eat better, and improve both our health and well-being? We will be talking about good nutrition, kinds of diets, menus, food preparation, handling and storage of food.

Do

Show overhead #3

Say

Before we go on, a word of caution about these three sessions on health:

- The information in this session is not intended to be medical advice.
- Medical advice should be obtained from a licensed physician.
- We urge you to talk to health care professionals about the fundamentals covered in this session.

Key Words

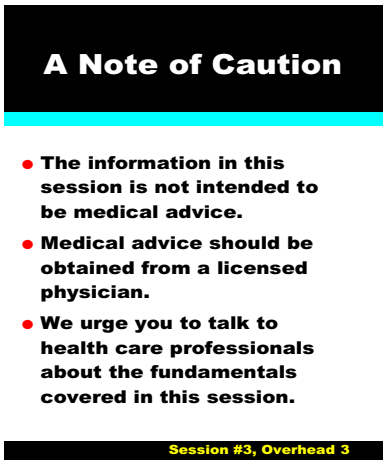
Do

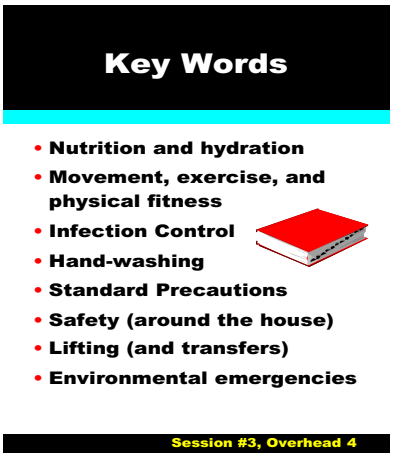
Show Overhead #4

Say

Near the front of your *Resource Guide*, you will find a list of key words that you will hear a lot during today's session. They are:

Your Presentation Notes





- Nutrition and hydration
- Movement, exercise, and physical fitness
- Infection Control
- Hand-washing (thorough and frequent)
- Standard Precautions
- Safety around the house
- Lifting, helping with transfers
- Environmental Emergencies

Remember, all of these are defined in the Session #12 Key Word dictionary.

Review Questions

Do

Show overheads #5 and #6

Say

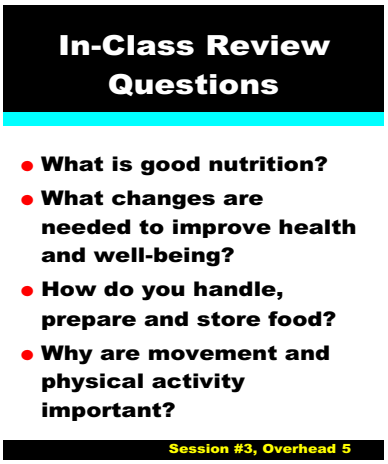
Several key points and critical skills are today's focus. As with other sessions, key points are highlighted in a set of *Review Questions.* They are in your *Resource Guide,* right after the Key Words. The review questions for today are:

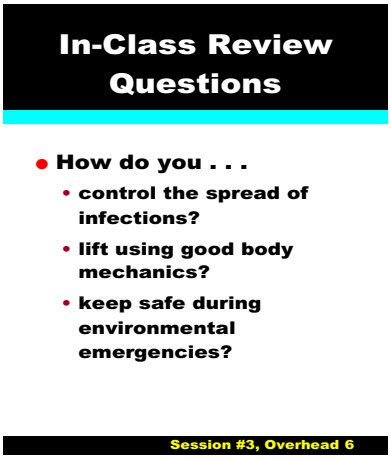
1. What is good nutrition and why is it important?

2. What changes can most Americans make in their drinking and eating habits to improve their health and well-being?

3. What is the proper way to handle, prepare, and store food?

Your Presentation Notes





4. What are some of the positive effects of movement and physical activity?

5. How are infections spread, and what can you do to limit their spread?

6. Can you describe at least three principles of good body mechanics when lifting things?

7. Why is preparation, planning, and practice important in dealing with possible environmental emergencies (for example, fires, earthquakes)?

Some Food and Nutrition Basics

Do

Show overhead #7

Ask (for discussion)

How much water (or other fluid) do we need each day? Most people should drink eight 8-ounce glasses of water a day, or its equivalent. *What are some ways to make sure that people get enough water/fluids?*

Do caffeinated drinks (e.g., coffee, cola) count? If you drink lots of coffee, cola (even diet), and other such liquids, you need to take in more water than average as caffeine can have a dehydrating effect.

Protein, what purpose does it serve? Protein is essential for growth, development. Protein also provides energy for the body. It's found in both plant and animal products.

Your Presentation Notes

Fat, do we need it?
Yes, fat provides energy, helps prevent heat loss, is also essential for growth and development, and helps maintain healthy skin, hair, and nails. Fat also makes things taste good. Fats are categorized as:

- *Saturated fat* which comes from animal foods, palm and coconut oil. This type of fat intake should be minimized in the diet since it's high in cholesterol.

- *Polyunsaturated fat* which comes from vegetables oils such as corn, sunflower, safflower, and soybean.

- *Monounsaturated fat* which comes mainly from oils such as olive, peanut, and canola. These are the best fats to consume and to use in cooking.

Carbohydrates, why are they important?
Except for fiber (the non-digestible carbohydrate), both simple and complex carbohydrates are converted into glucose or sugar, which directly provides energy for the body. Carbohydrates are the main source of blood sugar, a major fuel for all cells, and the only source of energy for the brain and red blood cells.

Vitamins and minerals, where do they fit in?
Vitamins are essential for normal growth and development as well as normal body functions and overall health. Minerals also help regulate and maintain body functions. Both vitamins and minerals are obtained through the food that we eat. Examples of vitamins are A, B, C, D, E

Your Presentation Notes

and K and examples of minerals are calcium, copper, magnesium, zinc, and iron. Each has a recommended daily requirement, which for most people can be found in a well balanced diet.

What happens if we take in too many calories and slow down in our activity level? We gain weight. *What happens if we take in more calories and increase our activity?* We stay the same in weight or lose a little. *What happens if we take in fewer calories and increase our activity?* We lose weight.

What we need to do is to balance calories from a variety of food with daily exercise.

What is cholesterol and where does it come from?
Cholesterol is found in meat, the yolks of eggs, and in various oils. The body produces cholesterol normally, so excess intake of cholesterol can be unhealthy.

Do

Show overhead #8

Say

There are three major types of diets:

- ***Regular*** -the kind most of us should be eating . . . a balanced diet that includes a variety of foods.

- ***Modified*** - changes in texture, for example, cut into small bite sizes or *pureed* because of an individual's problems in chewing or swallowing.

Your Presentation Notes

- ***Therapeutic*** - are special diets ordered by a physician to meet an individual's dietary or medical needs. For example, diets which are low in sodium (or salt) or low in cholesterol.

Licensed homes must provide modified and therapeutic diets, when ordered by an individual's physician. If a person is **allergic** to certain foods, they should be eliminated from the diet and substitutes found.

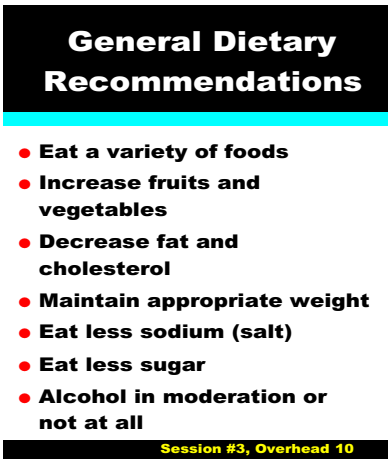
Do
Show overhead #9

Say
"Menus are the plan for good nutrition." Community Care Licensing regulations require weekly menus written one week in advance, copies dated and kept on file for at least 30 days. Menus should indicate serving sizes, and should be based on (1) needs of the individual, (2) requirements for a balanced diet, (3) numbers of servings in the Food Pyramid Guide, and (4) individual likes and dislikes, cultural or religious preferences.

Do
Show overhead #10

Say
The United States Surgeon General and other health professionals and organizations urge Americans, in general, to:

Your Presentation Notes



- Eat a wide variety of foods, because each has a different set of vitamins and minerals necessary for good health.

- Eat more complex carbohydrates (for example, fruits, vegetables, cereals, etc.) and fiber to help regulate the body's gastrointestinal system.

- Decrease fat and cholesterol in the diets.

- Maintain appropriate weight, by not taking in more calories than is necessary and by daily exercise and activity

- Take in less sodium (salt), by not adding salt to foods. There is usually enough salt found naturally in foods to eliminate the need for it during cooking or during the meal.

- Eat less sugar which is high in calories and low in nutritional value.

- Drink alcoholic beverages in moderation or not at all.

Do

Show overhead #11

Say

If we follow these guidelines, good things will happen, such as: avoiding problems caused by being overweight (e.g., diabetes); avoiding high blood pressure and heart disease; and,

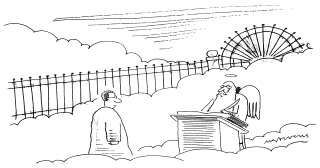
Your Presentation Notes

General Dietary Recommendations

- Eat a variety of foods
- Increase fruits and vegetables
- Decrease fat and cholesterol
- Maintain appropriate weight
- Eat less sodium (salt)
- Eat less sugar
- Alcohol in moderation or not at all

Session #3, Overhead 10

Rewards in Heaven?



Any fruits or vegetables?

Mick Stevens, New Yorker Magazine

Session #3, Overhead 11

getting adequate calcium to minimize bone loss as we grow older.

Do

Show overhead #12

On the overhead projector (or flip chart paper if using PowerPoint), and with a narrow-tip marking pen, write in what students say in response to the following question:

Ask

What are changes in what we eat and how we prepare our food that will reduce fat in our diet?

Say

Let's think of ways to reduce fat in the diet, by making small changes in what we eat and how we prepare our food. ***Instead of*** "1. Whole milk," ***Choose*** _____." And, so forth.

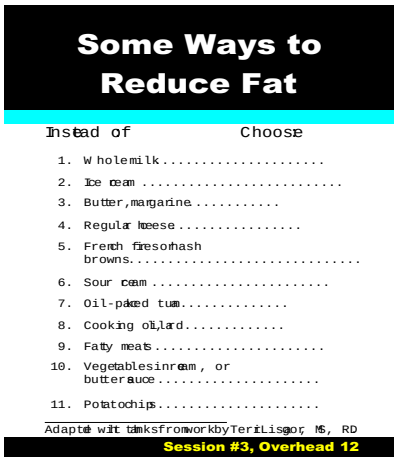
Try to get everyone to participate. Get multiple ideas. Comment if the choice ranges beyond the item, or if the suggestion has lots of fat.

Here are some ideas if not stated:

Instead of whole milk choose 1% milk, nonfat milk, soy or rice milk

Instead of ice cream choose sorbet, low fat ice cream

Your Presentation Notes



Activity:
Some Ways to Reduce Fat in the Diet

Let's brainstorm substitutes (or other changes) that would result in less *fat* in the diet.

Instead of:	***Choose:***
1. Whole milk	
2. Ice cream	
3. Butter, margarine	
4. Regular cheese	
5. French fries or hash browns	
6. Sour cream	
7. Oil-packed tuna	
8. Cooking oil, lard, shortening	
9. Fatty meats	
10. Vegetables in cream, or butter sauce	
11. Potato chips	

Adapted with thanks from work by Terri Lisagor, MS, RD.

Instead of butter or margarine choose olive oil, yogurt, salsa, or applesauce

Instead of regular cheese choose low or reduced fat cheese

Instead of french fries or hash browns choose baked or boiled potatoes

Instead of sour cream choose salsa, yogurt, non or low fat sour cream

Instead of oil-packed tuna choose water packed

Instead of cooking oil, lard, shortening choose olive oil, canola, or spray

Instead of fatty meats choose trimmed meats, skinless chicken, fish

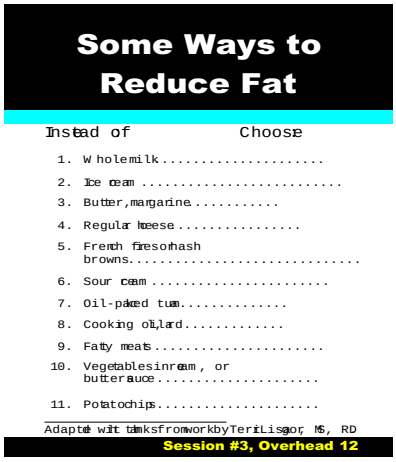
Instead of vegetables in cream or butter sauce choose steamed, microwaved, cooked in broth

Instead of potato chips choose pretzels, oven baked chips

Say

Much of what we eat is based on **habit** and what we find **tasty**. As with most things, moderation is the key. If you are moving toward more nutritious food and improved hydration, it is wise to make changes **gradually,** giving taste buds a chance to adapt. Reducing fat or excess salt in our diet can be hard. So, make food fun, talk about good nutrition, and make a series of small changes.

Your Presentation Notes



Shopping, Handling, Preparing, and Storing Food

Do

Show overhead #13

Say

Cooking food properly is important for three reasons.

First, to conserve nutrients (e.g., vitamins and minerals).

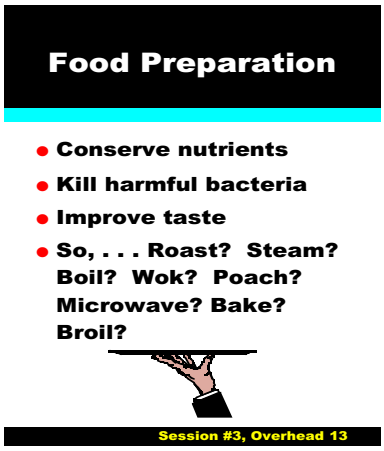
Second, some foods (for example, ground beef, poultry) must be cooked well-done (e.g., ground beef gray; poultry not bleeding), in order to be sure most (if not all) harmful bacteria have been killed.

Third, taste and texture change and often improve with cooking.

Good ways to cook vegetables are to microwave, steam or quick-fry in water or broth or spray oil. It is important not to cook vegetables too long because the nutrients can be cooked away. Frying vegetables in oil may taste better, but in will also increase the fat content.

Various methods of cooking meat and poultry have their *advantages* and

Your Presentation Notes



disadvantages. For example, frying in oil will retain most of the vitamins, but will add to the fat content of the food.

Wok cooking (high heat, little water or oil) works well, unless too much salt is added.

Steaming works well, as does roasting, although some nutrients will be lost.

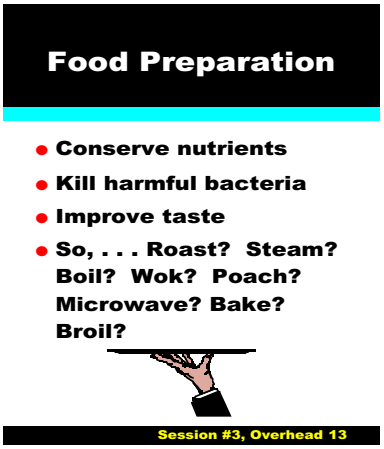
Microwaving keeps in nutrients, but the color is sometimes not very appetizing. One technique is to quick brown and then finish cooking in the microwave.

Do
Show overhead #14

Say
Bacteria grow rapidly in warm, moist places. Several bacteria that can cause illness (and, sometimes death) are food-borne: E. Coli 0157:H7; Botulism, Salmonella, Hepatitis A, Listeria, and others. Many foods – notably ground beef, shellfish, other seafood, meat, poultry, eggs, gravies, stuffing, dairy products, soft cheese, etc. – can harbor such bacteria and can cause indigestion or food poisoning. Here are things you can do to avoid food-borne pathogens:

- Cook at 165 degrees F. (internal temperature)or higher, thoroughly, and long enough to kill bacteria.

Your Presentation Notes



- Keep your freezer at 0 – 14 degrees F., because such temperatures prevent the growth of bacteria, but be aware that freezing doesn't kill them.
- Keep your refrigerator temperatures at 32 – 40 degrees F. This slows the growth of bacteria.
- You may want to keep a thermometer in both your refrigerator and freezer.
- Store food properly.
- Don't leave food that needs to be refrigerated at room temperature for long.
- Defrost frozen food in the refrigerator.
- Avoid cross-contamination, for example, putting cooked meat on plate that just held uncooked meat, or using a knife to cut uncooked meat, poultry or fish and then using it to cut something else without cleaning it first.
- Keep kitchen surfaces clean.

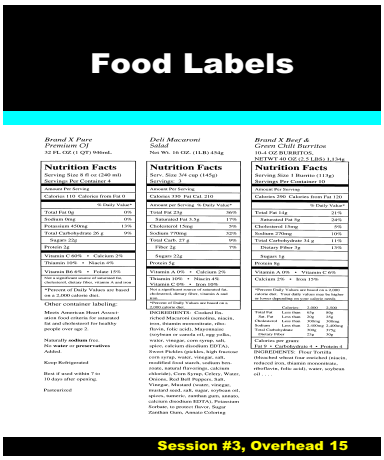
Do

Show overhead #15

Say, and Discuss

At your table, please look at the food labels in your *Resource Guide* (refer to the page number), discuss what you find there, and try to answer the questions on the following page. Take five minutes or so. Then, let's talk about what labels are able to tell us.

Your Presentation Notes



Activity:
Food Label Exercise

See food labels on the next page.

1. **What do the labels tell you about <u>calories</u>?**

2. **What, if anything, does the <u>order of ingredients</u> tell you?**

3. **What can you learn from these labels about <u>fat, cholesterol, sodium, and fiber</u>?**

4. **<u>What else</u> can one learn from food labels?**

Discuss

After about 10 minutes, ask and discuss the following questions from the activity sheet:

1. What did the labels tell you about calories?

- calories per serving
- calories per serving from fat
- percentage of several elements based on a 2,000 calorie diet
- calories per gram
- recommended limits for fat, saturated fat, cholesterol, and sodium for diets of 2,000 and 2,500 calories

2. What, if anything, does the order of ingredients tell you?

- by volume of weight, the first ingredient is most prevalent and the last ingredient is the least

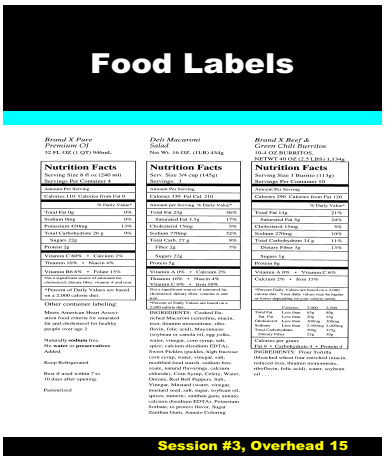
3. What did you learn from the labels about fat, cholesterol, sodium, and fiber?

- the amount of each per serving
- daily values of each based on a 2,000 or 2,500 calorie diet
- a note that a particular element (for example, fiber) is not a significant source for dietary purposes

4. What else can you learn from food labels?

- percent of daily requirement for certain vitamins and minerals
- selected other information (for example, the OJ is pasteurized)

Your Presentation Notes



Movement and Exercise

Say, and Discuss

Before we take a break, let's talk for a few minutes about the importance of movement and physical exercise in health.

What are some benefits of regular physical activity, such as walking, swimming, or running? After listening to participant's suggestions . . .

Do

Show overhead #16

Say

Here are some of the potential benefits of movement and exercise:

- Relieves tension and stress
- Provides enjoyment and fun
- Stimulates the mind
- Helps maintain stable weight
- Controls appetite
- Boosts self-image
- Improves muscle tone and strength
- Improves flexibility
- Lowers blood pressure
- Relieves insomnia
- Increases "good" (HDL) cholesterol
- Prevents diabetes
- Helps maintain 'regularity'

Your Presentation Notes

Ask
What kinds of movement and exercise do you include in your routine each week?

How about the people at the home where you work?

What are some ways to increase activity?
After some discussion,

Say
Increasing activity will increase exertion and stress to the joints and muscles, so consider the individual's capabilities and interests. It's important to consult the primary care physician before beginning a new or increased physical activity. Activities to increase movement might include: walking; swimming; stretching; yoga; and, upperbody activities for people who use wheelchairs.

Do
Write down ideas on a flip chart.

BREAK for 15 minutes

Infection Control

Say
We've talked about germs found in food and ways to prevent them from growing or spreading. Now let's look at ways to reduce

Your Presentation Notes

the spread of germs that cause disease. The world contains millions of microorganisms which are tiny living things. Many are helpful (for example, those which help with digestion, or elimination). However, some can make us sick and those are called pathogens or germs.

DO

Show overhead #17

Say

Harmful micro-organisms or germs can enter our bodies (1) as microscopic droplets through coughing or sneezing; (2) by person-to-person contact; or (3) by contaminated water, food, or other items we take in.

Infection control is a way to prevent the spread of germs from one place or one person to another.

Infection control is a **two-way street**. We don't want to pick up germs from others.

And, we don't want to do things that spread infection around to others.

Do, and Discuss

Using "glo-germs," or "glitter-bug," and pretend to sneeze. Then, touch tables, chairs, papers, hands and arms of others who volunteer "to shake hands." Use florescent light to show how germs get transmitted

Your Presentation Notes

person-to-person and person-to-object (contamination).

Ask for volunteers to participate in the same experiment. Make sure to have handy wipes available for clean-up. This is a fun activity and really proves the point.

DO
Show overhead #18

Say
Frequent and thorough **hand-washing** is considered the most important way to stop the spread of germs. If people in the home where you work often have sniffling, runny noses, flu and colds or frequent outbreaks of diarrhea, this may be an indication that hand-washing is not adequate.

Review the steps in overhead
NOTE: If time permits, and the group has access to a bathroom, a substitute activity would be demonstration and observed practice washing hands and drying properly. If this is done, you may wish to see how much residue (peanut butter, glow-germs, glitter-bugs) stayed on the hands. Use sight, smell, or the florescent lamp.

Say, and Discuss
When is it important to wash our hands?
NOTE: Participants should include at least the following:

Your Presentation Notes

Upon arrival at work, and before touching . . .

Food,

Someone's medicine,

Kitchen utensils or equipment,

Someone's non-intact skin,

Gloves which are to be put on.

Be sure to wash your hands upon getting ready to leave work, and after . . .

Going to the toilet or assisting others.

Sneezing, coughing, or blowing your nose, or assisting others.

Touching your mouth, nose, or other part of your body or others.

Touching any bodily fluids (except sweat).

Touching someone's soiled clothing or linens.

Providing assistance with medications.

Removing and disposing of your gloves.

Helping someone with personal care.

Touching anything else that could be contaminated with germs.

These same hand-washing techniques are important for individuals living in the home where you work to learn and practice as well.

Your Presentation Notes

Do

Show overhead #19

Say

Let's turn to **Standard Precautions,** to guard against blood-borne pathogens. These precautions apply to "all blood, all body fluids, secretions, excretions (except sweat), whether or not they contain visible blood." These precautions guard against Hepatitis B, and HIV, in particular.

Wearing **disposable gloves** is the major component of Standard Precautions**.** Gloves should be worn when . . .

- cleaning the rectal or genital area,
- giving mouth care (e.g., helping with tooth-brushing),
- shaving with a disposable blade razor,
- cleaning toilets,
- cleaning up urine, feces, vomit, or blood;
- menstrual care and disposal of sanitary supplies, and
- performing wound care or first aid.

It's a good idea to wear gloves when helping

Your Presentation Notes

someone to bathe or shower. In any event, . . .

- use a fresh, clean washcloth,
- help bathe from top (hair, face) down,
- dispose of wash cloth after each bath,
- clean the tub or shower floor (1:10 household bleach in a spray bottle works well) between baths, and
- use fresh, clean water for the next bath.

Gloves must be changed and disposed of, and hands washed afterwards, when moving from one person to another. Otherwise, the gloves (if they don't break) only protect you, the worker, and not the people being assisted.

Some people are allergic to the latex in gloves and special, non-latex gloves can be purchased.

Say, and Discuss
What are some additional ways DSPs can help minimize the spread of germs?

NOTE: Students should mention some of the following.

- Cleaning up spills of bodily fluids and disinfecting, using 1/4 cup of chlorine bleach per gallon of water (1:10 solution).

Your Presentation Notes

- Handling soiled laundry as little as possible.
- Washing soiled clothing and linens separately from other clothes.
- Use of paper towels throughout house.
- Making sure individuals follow good hand-washing practices (for example, before touching food; after using the bathroom).
- Keeping clean and soiled hands away from the face and other areas of the body.
- Use of own toiletries and equipment (for example, combs, brushes, razors, etc.).
- Use cloth towels, frequently washed and properly stored (kept in each person's room).
- Frequent cleaning of contaminated surfaces (for example, kitchen counters, toilets and sinks, bathtubs, showers, floors, doorknobs, telephones, etc.).
- Not rinsing mop in kitchen sink.
- After washing the dishes, putting sponge in dishwasher.

Your Presentation Notes

Safety Around the House

Say

Let's turn now to things we can do to minimize injuries around the house, and when they occur, what we can do to help.

Do

Show overhead #20

Say, and Discuss

When one looks at accidents around the home, and how people are killed or injured, many conclude that accidents happen primarily because of "neglect, indifference, carelessness, or laziness." What sorts of thing do people do (or not do) that results in death or injury from . . .

1. Poison? (unlocked medications, poisons, household cleaners, pesticide; unlabeled containers; items in wrong containers; and wrong medication or dosage given)

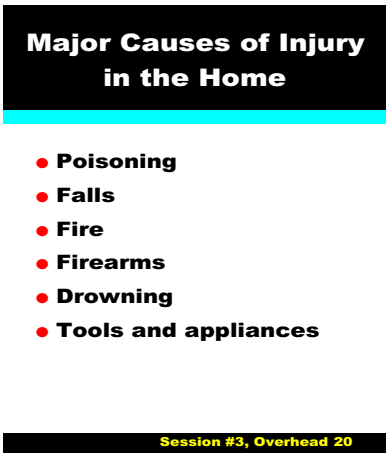
2. Falls? (poor lighting; torn/ragged carpets; clutter; and spills)

3. Fires? (smoking in bed; loose, frayed electrical wires; and fire alarms not working)

4. Firearms? (not locked away; not disassembled; and improper use)

5. Drowning? (no water safety education; and unsupervised bathing or swimming)

Your Presentation Notes



6. Tools and appliances? (improper use and storage; faulty wiring; and unsupervised use)

Say and Discuss

Let's look at safety hazards around the house.

1. What are the major safety hazards at your own home, or at the home where you work?

2. Write the hazards on flip chart paper.

3. Summarize what is said.

Ask, and Discuss

Based on your own experience, how would you answer the following questions?

1. How do you communicate potential hazards to co-workers and individuals living in the home? (verbal communication or log; at change of shift; staff meetings; and house meetings for residents)

2. What about strategies to correct unsafe conditions? (secure area; remove safety hazards; plan prevention for future; contact a local health/safety organization for information; get things fixed right away; and avoid clutter)

Your Presentation Notes

Do

Show overhead #21

Say

Let's turn to toxic substances, including medications, household cleaning supplies, gardening materials, etc. Here are some things to do to prevent poisoning, and to plan what to do if a poisoning occurs.

- Store poisons away from food, under lock and key.
- Educate individuals in the house.
- Post phone numbers: Physician; Poison Control.
- Keep *ipecac syrup* on hand, under lock and key. **Don't give unless directed to do so by Poison Control and/or a physician.**

Do

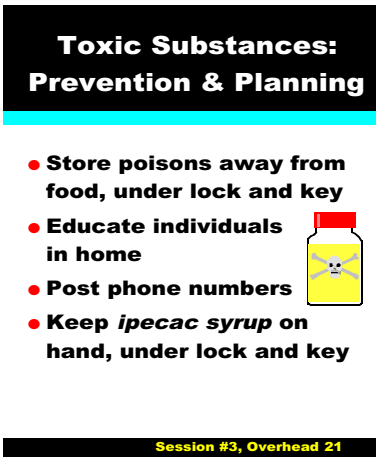
Show overhead #22

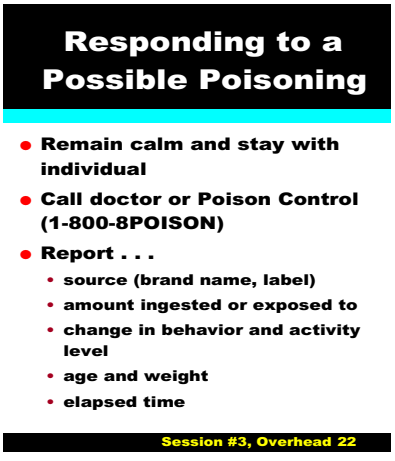
Say

Here are some general guidelines in reporting a possible poisoning:

- Remain calm
- Call physician or Poison Control **(1-800-8POISON)**
- Report source (brand name, label, if possible)

Your Presentation Notes





- Report amount ingested (if you don't know, say so)
- Report age and weight of the person
- Report elapsed time

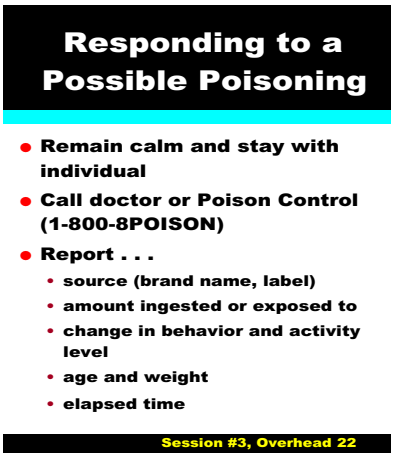
Say

Now, let's practice handling four hypothetical situations involving toxic substances around the house, by pairing up and pretending to make phone calls either to the physician or Poison Control Center. This is titled *Practice Dealing with Poisoning or Drug Overdose*, in the *Resource Guide* (refer to page number). If you are the person at the Poison Control Center, you may ask questions. The practice is in conveying information about the poisoning. Take about five minutes. Each person should do two of the four.

Do

After the activity, see if there are any questions. Stress the importance of remaining calm and knowing what to do, and what not to do. Point out that if the toxic substance is petroleum-based or strongly acidic, regurgitation may result in further damage to the mouth and esophagus. The Poison Control Center or physician will tell you what to do.

Your Presentation Notes



Activity:
Practice Dealing with Poisoning or Drug Overdose

DIRECTIONS: Pair up with another student, and role-play calling the Poison Control Center . One person will pretend to call the Poison Control Center. The other person will play the Poison Control Center representative. There are four situations. Each student should make two of the calls.

Scenario #1. – "One of our children was playing in the field beside our house, and picked up a mushroom growing there and ate it. He brought in a small piece of the stem, but I don't know how to identify poisonous from non-poisonous mushrooms. What should I do?" **(Questions that Poison Control staff will ask include: 1. Where was the mushroom growing? On grass, near trees, on wood? 2. When did this happen? 3. How is the child doing? 4. Does the child have any medical conditions? 5. Name and age of the child? 6. Name of caller, phone number and zip code? 7. Do you have any syrup of ipecac in the house? 8. How close is the nearest Emergency Department?)**

Scenario #2. – "We just admitted a new resident to the home. You won't believe this, but he had various strength THORAZINE (chlorpromazine) in his clothes and various boxes. Apparently, his roommate found at least one on the floor and ate it. The pills do look like M&Ms. The roommate fell asleep eating dinner. We roused him and tried to find out what color the pill was, but he is unsure. It was either brown or red. What should we do?" **(Questions that Poison Control staff will ask include: 1. Is the resident arousable? Is he breathing okay? 2. How long ago did this happen? 3. Are we sure it was Thorazine? 4. Was there only one pill involved or could he have eaten several? 5. How old is he? 6. Does he have any medical conditions? 7. Is he taking any medications?)**

Scenario #3. – "A man with a developmental disability who lives with me was doing the dishes, and he says that he tried some of the dishwasher detergent (granule form). What should I do?" **(Questions that Poison Control staff will ask include: 1. Is the patient having any symptoms? 2. Is this the automatic dishwashing detergent? 3. Has he received any water or milk? 4. Look in the mouth - any burns, problems swallowing, or drooling? 5. Does our patient have any past medical conditions?)**

Scenario #4. – "Sam was using Super Glue on his model airplane project. When he was brushing back his hair, he got a gob of the glue in his eye, . . . or, at least I think he did, because his eye is closed. What should I do?" **(Questions that Poison Control staff will ask include: 1. Is Sam complaining of any eye pain? 2. Can you irrigate his eye under the kitchen faucet or under the show spigot for 10 minutes? 3. Are the skin surfaces glued together or the eye lashes? 4. Does Sam wear contact lenses?)**

Safe Practices Lifting and Assisting Others

Say

Let's turn now to lifting, and assisting others to transfer (say, from bed to a wheelchair). At some time during their lives, 80% of people experience some back problem. Safe lifting, positioning, and transfer practices can not only save your back, but avoid injury to the person being assisted.

Do

Show overhead #23

Say

The best way to protecting your back is to:

- Size Up the Load
- Push, Don't Pull
- Move, Don't Reach
- Squat, Don't Bend
- Turn, Don't Twist
- Ask for Assistance

Discuss

Any other suggestions for protecting your back?

Your Presentation Notes

Say

You may want to check with your local ROCP, Worker's Comp or CALOSHA for resources specific to care needs in your home.

Environmental Emergencies

Say

Our final topic for today is *environmental emergencies* (fire, earthquake, flood, etc.).

Do

Show overhead #24

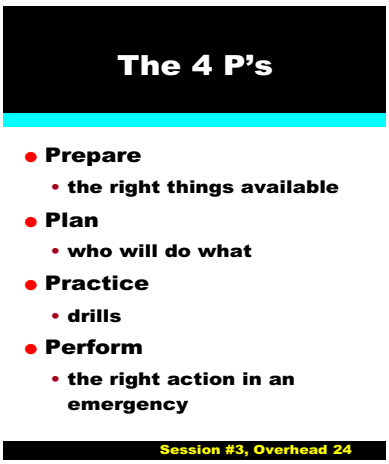
Say

To minimize the likelihood of an environmental emergency, and to handle one well, one needs (1) to **prepare** (having the rights things available); (2) to **plan** (deciding who will do what); (3) to **practice** (e.g., fire and disaster drills); and (4) to **perform** (to take the right action, if the emergency occurs).

Do, and Discuss

Your *Resource Guide* has information about fires and earthquakes and what you need to have and to do in order to protect (and preserve) life and property.

Your Presentation Notes



Our final activity is titled *Disaster Planning and Response* and you can find it in the *Resource Guide* (please refer to the page number).

Work as a group at your table, and using the materials in the *Resource Guide*, please (1) identify a potential disaster (2) list what could happen if the disaster were to occur, (3) describe any additional preparations beyond those listed in the *Resource Guide*, and (4) indicate what you would plan to do in response to such a disaster. Take about 15 minutes to do this.

Ask each table to report the disaster chosen, and what they came up in answer to the questions.

Say

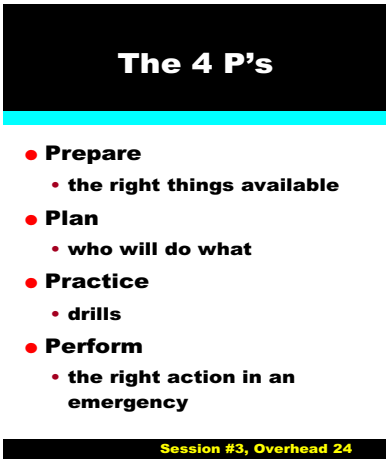
We have covered a wide range of topics, all related to staying healthy and safe.
How would you use what we have talked about today in your work?

Homework Assignment

Say

Next time, we'll be talking about medications, what they are for, how to use them safely, and what to look for in terms of side effects and interactions. Your homework assignment is to check around either the home where you work or your own home, and to record some information about non-prescription, so-called Over-the-Counter (OTC) medications: things like aspirin, Tylenol, Nyquil, anti-diarrhea medicine,

Your Presentation Notes



Activity:
Disaster Planning and Response

DIRECTIONS: At your table, agree on a particular type of disaster, other than an earthquake, to discuss: flood; fire; tornado; toxic spill in the neighborhood; Y2K; or something else.

1. **What would be a "worst case" scenario for you and the home where you work?**

2. **What steps could you take to be better prepared?**

3. **What would you do if the disaster were to occur?**

Figure 4
Disaster Plan

STATE OF CALIFORNIA - HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

EMERGENCY DISASTER PLAN FOR RESIDENTIAL CARE FACILITIES FOR THE ELDERLY, COMMUNITY CARE FACILITIES AND CHILD DAYCARE CENTERS

INSTRUCTIONS:
Post a copy in a prominent location in facility, near telephone.
Return a copy to the licensing office. Licensee is responsible for updating information as required.

NAME OF FACILITY	ADMINISTRATOR OF FACILITY	
FACILITY ADDRESS (NUMBER, STREET, CITY, STATE, ZIP CODE)		TELEPHONE NUMBER ( )

I. AFFIRMATION STATEMENT

AS ADMINISTRATOR OF THIS FACILITY, I ASSUME RESPONSIBILITY FOR THIS PLAN FOR PROVIDING EMERGENCY SERVICES AS INDICATED BELOW. I SHALL INSTRUCT ALL CLIENTS/RESIDENTS, AGE AND ABILITIES PERMITTING, ANY STAFF AND/OR HOUSEHOLD MEMBERS AS NEEDED IN THEIR DUTIES AND RESPONSIBILITIES UNDER THIS PLAN.

SIGNATURE	DATE

II. ASSIGNMENTS DURING AN EMERGENCY (USE REVERSE SIDE IF ADDITIONAL SPACE IS REQUIRED)

NAME OF STAFF	TITLE	ASSIGNMENT
1.		DIRECT EVALUATION AND PERSON COUNT
2.		HANDLE FIRST AID, AS NEEDED
3.		TELEPHONE EMERGENCY NUMBERS
4.		TRANSPORTATION, IF NEEDED
5.		OTHER (DESCRIBE)
6.		

III. EMERGENCY NAMES AND TELEPHONE NUMBERS (9-1-1 NOT ACCEPTABLE)

FIRE/PARAMEDICS	POLICE OR SHERIFF
RED CROSS	OFFICE OF EMERGENCY SERVICES
PHYSICIAN(S)	POISON CONTROL
HOSPITAL(S)	AMBULANCE
DENTIST(S)	CRISIS CENTER
CHILD PROTECTIVE SERVICES	OTHER AGENCY/PERSON

IV. FACILITY EXIT LOCATIONS (USING A COPY OF THE FACILITY SKETCH [LIC 999] INDICATE EXITS BY NUMBER)

1.	2.
3.	4.

V. TEMPORARY RELOCATION SITE(S)

NAME	ADDRESS	TELEPHONE NUMBER ( )
NAME	ADDRESS	TELEPHONE NUMBER ( )

VI. UTILITY SHUT—OFF LOCATIONS (INDICATE LOCATION(S) ON THE FACILITY SKETCH [LIC 999])

ELECTRICITY

WATER

GAS

VII. FIRST AID KIT (IF REQUIRED)

VIII. EQUIPMENT

SMOKE DETECTOR LOCATION (IF REQUIRED)

FIRE EXTINGUISHER LOCATION (IF REQUIRED)

TYPE OF FIRE ALARM SOUNDING DEVICE (IF REQUIRED)

LOCATION OF DEVICE

LIC 610 (10/92) (PUBLIC)

Your Presentation Notes

Homework Assignment for Session #4: Over-the-Counter Medication in the Home

Directions: Your homework assignment is to check around either the home where you work or your own home, and to record some information about non-prescription, Over-the-Counter medications: things like aspirin, Tylenol, Nyquil, anti-diarrhea medicine, heartburn medications, and the like.

1. **What kinds of over-the-counter medications (for example, pain; inflammation; heartburn; cold/flu symptoms) – that is, non-prescription medications -- are in the home?**

2. **How many over-the-counter containers (for example, packages; bottles) were you able to find?**

3. **How many have expiration dates in the past?**

4. **How many are under lock and key, accessible only to someone who has a key?**

If You Want to Read More About

Nutrition, Prevention, Infection Control, Standard Precautions, Avoiding Injuries and Accidents, and Environmental Emergencies

The American Dietetic Association's Complete Food and Nutrition Guide

by Roberta Larson Duyff (1998); Chronimed Publishers; ISBN: 1565611608

Named a top health book by *Ladies Home Journal,* The American Dietetic Association's *Complete Food & Nutrition Guide* teaches how to combine "good taste and good health" in every meal and snack. No matter how nutritionally impaired you think you are, you'll find clear, understandable information on the basics of metabolism and weight management, vegetarianism, nutrition for athletes, food allergies, and more. (Source: Amazon.com Review)

Eating for Good Health

by Reader's Digest (1995); Reader's Digest Association; ISBN: 0895778327

This short, beautifully illustrated book, is packed with useful information for anyone eager to learn more about the connection between food and health.

The Food Shopping Counter

by Annette B. Natow and Jo-Ann Heslin (1999); Pocket Books revised edition; ISBN: 0671004522

This book, one of a series, has calorie, fat, sodium, carbohydrate, and fiber values for more than 20,000 items, both generic and brand names, organized into more than 350 categories.

Fast Food Restaurant Nutrition Counter

by Dr. Art Ulene (1996); Avery Publishing Group; ISBN: 0895296667

This book has over 3,000 restaurant chain food items listed, in terms of serving size, total calories, protein, carbohydrates, sodium, fiber, total fat, saturated fat, and cholesterol. Art Ulene, M.D., received is medical degree from UCLA School of Medicine, and has appeared nationally on TV programs, such as NBC's Today Show. He is the author of more than forty books and home video/audio programs.

Disaster Preparedness for People with Disabilities

by American Red Cross Disaster Services (1996); Author; ISBN: None.

This is a self-instructional manual for people with disabilities. It contains a number of exercises and checklists. It includes a number of considerations (e.g., protecting one's assistance dog) not found in more generic guides.

Poison! How to Handle the Hazardous Substances in Your Home

by Jim Morelli (1997); Andrews and McMeel; ISBN: 083622721 (pbk.)

The back cover begins: "You live in a toxic dump. There's no getting around it. If you wash dishes, do laundry, or clean the toilet, oven, or sink, chances are good that you use a poisonous material to do it." Morelli worked in a Poison Control Center, and thus has first-hand knowledge of the kinds of work involved.

Hazards at Home

by Bill Gutman (1996); Twenty-First Century Books; ISBN: 0805041419

This book deals with falls, fires and burns, poisons, firearms, swimming pools and other drowning dangers, tools and machinery, and how to help if there is an accident.

Health and Wellness Reference Guide

by Smith Consultant Group and McGowan Consultants; developed for the Commission on Compliance, State of Tennessee (July 1998)

This is an excellent general reference for nurses and others working with direct care staff in various settings.

References for this Session

Douglas Fisher, Ph.D., Director of Professional Development and Assistant Professor of Teacher Education, San Diego State University,
for sharing curriculum materials for a residential service provider course he teaches.

Kaiser Permanente's Healthwise Handbook
by Donald W. Kemper, the Healthwise Staff, and Kaiser Permanente Physicians and Staff of Northern California (1998); Healthwise, Incorporated; ISBN: 1877930458

This handbook, distributed to members, contains a wealth of information related to self-care and when to get professional help. Part I covers Self-Care Basics, which includes using the Kaiser Permanente System, being a wise medical consumer, and prevention and early detection. Part II covers an array of health problems, including those of special interest to men, women, and children. Part III is about Staying Healthy, and covers mouth and dental problems, fitness and relaxation, nutrition, and mental wellness. Part IV, on Self-Care Resources, concludes the book.

Assessing Health Risk in Developmental Disabilities
By Karen Green McGowan & Jim McGowan (1995); McGowan Publications; ISBN: None

This book explains the rationale and use of KMG Fragility Scale.

Nursing Assistants: A Basic Study Guide
by Beverly Robertson, MSC (1996); First Class Books, Inc.; ISBN: 1880246074

This Study Guide contains 16 Step-by-Step Modules and 32 Flash Cards, covering the fundamentals of being a competent Nursing Assistant in long-term care.

Positioning, Turning and Transferring: Module 895.11 in the North Dakota Developmental Disabilities Staff Training Program
by North Dakota Center for Disabilities, a UAP (April 1995).